**LEA: Fort Payne City School**

**PROGRAM: Title II FY: 2021**

**Program Evaluation Planning and Reporting Template**

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| **Planning** | | | **End-of-the-Year Results** |
| **Fund Source(s)** | **Key Strategies/ Actions** (from eGAP) | **Performance Measurements** (from eGAP)  (Short-term, intermediate, long-term impacts – as appropriate) | **Impacts;**  **Data Supporting Impacts** |
| Title II | Challenging Curriculum. To hire highly qualified teachers in order to reduce class size at targeted grades- especially in the lower grade levels. Enrollment figures and principal class size data indicate that class size will need to be reduced at the K grade level at WVES and at the 4th grade level at WAES | At the start of the 2020-2021 school year enrollment data reports collected by the principals indicate a need for reduced class size number in grades K and fourth grade. The teachers that will be designated as “Class Size Reduction Units” will be qualified as the definition relates to the “ESSA.” | Class size reduction units were placed at the K level at WVES and at the 4th grade level at WVES: Title II evaluation Results:  98.1 % agreed that CS reduction units were beneficial to students in the classroom at WVES.  100 % agreed that CS reduction units were beneficial to students in the classroom at WAES. |
|  | |  | | --- | | Teachers will be provided professional development opportunities and in-service as it relates to the system-wide needs assessment of professional development in reading (MSLE Orton Gillingham professional development for all K-3 reading teachers) (2215), Monies will be set aside to pay cost of professional development activities for K-3 reading teachers, at a cost of 33,661.00 in professional development cost. | | Individuals attending professional development activities will complete evaluations to give feedback on the effectiveness of the training. Central Office staff and school leadership team members will conduct walkthroughs and classroom observations during the FY 21 school year to observe the effectiveness and implementation of MSLE strategies in the K-3 classrooms. | All reading teachers and incoming teachers completed OG training in the summer of 2021 and implementation is currently occurring in the classroom. Reading coaches and specialist are evaluating staff implementation through coaching cycles and walk throughs. |
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